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ABSTRACT

A guide to designing a curriculum in English as a second language (ESL) for adult, preliterate, limited-English-speaking refugees gives some general suggestions for teaching this group and outlines curricula for three levels of proficiency. Each lesson lists specific objectives, functions, activities, topics, expressions, structures, resources, and methods or techniques to be used. Lesson topics include social exchanges, personal information, letters and words, numbers and computation, the calendar, time, classroom and household objects, health, weather, money, emergency assistance, family, occupations, shopping for food and clothing, maps and directions, timetables, reading and writing messages, the use of sequencing on the job, finding out about a job, small talk, telephone skills, interview skills, making mistakes on the job, following instructions and asking for clarification on the job, work policies, reporting problems on the job, safety, reading bills and writing checks, driving and directions, and literacy skills. A bibliography is included. (MSE)

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WASHINGTON STATE

ADULT REFUGEE PROJECT

PRELITERATE ESL CURRICULUM

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Introduction

Teaching preliterate non-native speakers of English is one of the most challenging areas of second language education today. This curriculum was designed to provide instructors guidance in preparing syllabi and lesson plans. Instructional plans developed from this curriculum will assist the students in acquiring the practical oral and written communication skills needed to begin to climb the ladder toward self-sufficiency.

The Adult Refugee Preliterate ESL Curriculum uses a communicative functional framework based on the level and benchmarks described in the Washington State Adult Refugee ESL Master Plan. In fact, the terminal competency objectives for each unit are the benchmarks. Along with the competency objectives, suggested functions, topics, structures, and expressions have been provided. These are only suggestions. Teachers do not need to cover all the topics or teach all of the structures within a unit. All functions, topics, structures, and expressions are recycled in different degrees throughout the curriculum.

Also, since texts and materials are extremely limited for these students, activities, resources, and methods/techniques have been added. Remember that in many cases this is their first formal educational experience, the key to success is getting the students totally involved, i.e., physically, emotionally, and mentally, in acquiring the language. To do this:

1. Provide the students with a variety of exercises: individual, pair, or group.
2. Keep the student moving, using combinations of seat work, blackboard work, mini-field trips (e.g., walking around the school looking at signs or going to the pay phones), role plays, and games.
3. Go beyond the suggested activities and materials, create your own materials which guarantee relevancy to your students' needs.

4. Use student-generated materials which guarantee their involvement (e.g., when teaching about fruits and vegetables, ask the students what they buy. When teaching about the family, use family members in the class or family photos. Whenever possible, use language experience stories.).

In creating materials, use the suggested texts primarily for ideas and a framework for your activities. Use pictures from magazines, simple drawings, personal photographs, realia such as food and medicine containers, clothes, dolls, kitchen utensils, or tools. (Students can provide these items, as well as you.) Further, design student worksheets based on what you know the students know.

Finally, in preparing the lessons, consider that this may be the students' first "classroom" experience. Students probably do not know your expectations, so communicate these ideas as clearly as possible. (If available, use a bilingual aide or a more experienced/higher level student.) Also, it is appropriate to teach standard classroom behaviors, e.g., being on time, focusing on classroom activities, and remaining for the whole period. Further, in designing an activity, break the task down into its simplest steps and do not be afraid to repeat and recycle the material often. You may be bored, but the students are still in the process of acquiring the information.

Social Exchanges

OBJECTIVES O/A 1 Exchange simple, common expressions of greeting and leave-taking
O/A 17 Indicate lack of understanding or need for repetition

FUNCTIONS

Give and respond to simple greetings
Express lack of understanding
Ask someone to speak slowly
Ask someone to repeat
Repeat something when asked
Ask the meaning of something written in English
Give and respond to leave-takings

ACTIVITIES

Create need which requires students to respond: give a greeting as a student arrives or leaves; ask someone to repeat; give directions too fast

Create simple dialogs and/or role plays: greetings with a handshake, brief exchange (How are you?); and then farewell with a wave

Students stand in two rows facing each other. Each one greets and shakes hands with student he/she is facing. The line moves so each student shakes hands with every student.

TOPICS

Employment: greeting a co-worker or supervisor;
School: greeting another student or teacher, asking for help on an assignment by indicating lack of understanding;
Health: asking for instructions or health information to be repeated

EXPRESSIONS

Greetings: Hello, hi, good morning, afternoon, evening; How are you? Fine. Good bye. See you later.
Clarification: I don't understand. Please repeat. Please speak slowly. What's this?

STRUCTURES

Wh-Questions: what, how, where
Yes/No-Questions
Tense: simple present with be
Modals: can, could, would

RESOURCES

A New Start
Live Action English
Keep Talking
Language through Drama: Name Game
Teacher Generated Materials

METHODS / TECHNIQUES

Drama, Dialogs, Role play
Audio Lingual Method

Personal Information

OBJECTIVES
- O/A 1 Make statements and ask questions related to personal and family information
- O/A 23 Pronounce, spell, and recognize the oral spelling of personal and family name
- L 4 Recognize and write basic personal and family information

FUNCTIONS

Ask and respond to basic questions regarding personal and family information
Indicate which of own names are first, middle, and last
Say and spell name of self and family members
Respond to spelling of name
Read and write personal and family information

TOPIC

Employment: during a job counseling appointment;
School: at registration, talking with other students;
Health: in a medical office filling out a health history (with bilingual assistance), giving basic personal and family information in a doctor's office at the hospital

STRUCTURES

Wh-Questions: what, where, how many
Yes/No-Questions
Tense: simple present with be and have
Nouns: singular, plural
Pronouns: personal
Adjectives: possessive
Prepositions: from, to
Conjunctions: and

METHODS / TECHNIQUES

Spelling; Dictation; Language Experience

RESOURCES

A New Start
HER Project
English Lessons on the Radio
Post-it Board
Flashcards; Blackboard Liner
Teacher & Student Generated Material

ACTIVITIES

Teacher dictates letters and numbers. Students write at board.

Rotate spelling classmates' names orally for recognition.

Teacher spells names for roll call

Break down names, address, and so on into smaller parts. Students unscramble these parts to correct sequence on sticky board.

Students and teachers bring photographs of families. Identify family members. Print their names on labels.

Students draw pictures of themselves and their families Label pictures with family members' names.

Teacher takes photographs of students, writes up a language experience story for each student, including age, ethnic group, family members, and so on.

Students fill in simplified personal information forms.

Students give personal and family information orally, or show ID with personal information. (Make sure students carry ID, original or copy, at all times.)

Role play (You may want to use a student from a higher level, a volunteer, or an aide to ask the questions.)

EXPRESSIONS

Name: first, middle, last or family; **Address**: street, avenue, city, state, zip code, **Number**: telephone number, social security number, birthdate; **Relationships**:husband, wife, son, daughter, parents, mother, father, children, sister, brother; **Misc.**: How old...? How many...? age, signature

Letters and Words

OBJECTIVES

O/A	4	Identify and state the names of the letters of the alphabet
L	2	Read, write, and sequence the letters of the alphabet in upper and lower cases
L	10	Produce the sound of the individual consonants when visually represented in initial, medial, and final positions
L	5	Names and print the letter commonly associated with the sound of a consonant (C) appearing in initial, medial, or final positions
L	11	Produce the sound of the short vowels (V) when visually represented in initial, medial, and final positions
L	9	Name and print the letter commonly associated with the sound of a short vowel (V) appearing in initial, medial, and final position
L	3	Read and explain basic sight words, sign words, and/or symbols

FUNCTIONS

Recognize, produce, and sequence the upper lower cases of the alphabet
Recognize and produce in oral and written forms the correspondence between the sound consonants and the letters
Recognize and produce in oral and written the correspondence between the sound of the short vowels and the letters
Recognize and spell sight words related to Preliterate 1 objectives
Apply phonics to read phonetically spelled vocabulary related to P1 objectives

TOPICS

Employment, School, Community: Fill out simple forms

STRUCTURES

ACTIVITIES

Trace letters in air to practice correct letter formation

Trace-copy-write to practice of the letters. Begin at blackboard, then move to worksheets.

Introduce consonants one at a time with pictures of objects beginning with that letter

Pair short vowels with single consonant for phonics work

Stand up/sit down game to indicate sound recognition in words (i.e., After learning sound, the teacher gives words. Students stand if word doesn't.)

Use flashcards to introduce sight words.

Walk around school looking for learned words. Have students write down words that they see.

Students have flashcards with sight words. When teacher calls out word, student holds up card, then passes it to another student.

Use alphabet cards for upper and lower case letter. letter recognition, matching, and sequencing

Alphabet bingo; Sight word bingo/concentration

METHODS / TECHNIQUES

Trace-copy-write, Dictation, Flashcards, Worksheets, Blackboard Work, Games

Students practice spelling and writing their names using upper and lower case letters

Students practice reading and writing their addresses

EXPRESSIONS

Sight words: entrance, exit, open, closed, pull, push, slide, restrooms, men, women, walk, stop, don't walk, do not enter, no smoking, poison and related symbols; name, address, street, city, state, zip code, telephone number, social security number, and other vocabulary found on simple forms

RESOURCES

A New Start, Literacy Workbook 1
A New Start, sight words
Primary Phonics, Workbook 1
BASE
HER Project
Passages to ESL Literacy
LVA TUTOR
Alphabet cards; Alphabet bingo
Common signs
Flashcards with pictures and sight words
Blackboard liner
Teacher generated materials

Numbers and Computation

OBJECTIVES
- O/A 3 Identify and state the names of cardinal numbers from 0-100
- L 1 Read, write, and sequence the cardinal numbers from 0-100
- L 12 Compute up to two-digit addition and subtraction problems

FUNCTIONS

Identify and name the cardinal numbers from 0-100
Recognize digital representations
Read and state address, telephone number, social security number, age, alien number, page numbers
Write address, telephone number, social security numbers, age, alien number
Add and subtract in one and two digit problems (prerequisite to giving change and handling money)

TOPICS

School, Home, Community: counting objects, completing forms, **Emergency**: police, fire, ambulance; **Shopping**: buying food, clothes, other merchandise

STRUCTURES

Nouns: singular and plural

METHODS / TECHNIQUES

Trace-copy-write, Dictation, Games, Worksheets, Blackboard work

RESOURCES

Passages to ESL Literacy
A New Start, Literacy Workbook 2
HER Project
Post-it Board, Bingo
Flashcards: numbers, addition, subtraction
Teacher Generated Materials

ACTIVITIES

Practice counting classroom objects and other nouns already learned (lima beans can also be used)

Use number cards to learn number recognition

On board or dittos, students circle numbers to show recognition

In small groups or pairs practice sequencing numbers on sticky boards or using flashcards

Class oral counting exercises: first student "1", second "2" up to 100

Trace-copy-write to practice numbers; begin at blackboard, then on worksheets

Practice using numbers with student information: address, phone, social security number, and so on

Team relay at board. Teacher dictates.

Number bingo

Students have flashcards with numbers. Teacher calls out number. Student holds up card, then passes it to another student

Worksheets with one and two digit addition and subtraction problems

EXPRESSIONS

Add, plus (+), subtract, minus(-), equals (=); cardinal numbers 0 - 100

Calendar

OBJECTIVES O/A 13 Identify days of week in order
L 6 Read, write, and sequence the days of the week, including the appropriate abbreviations

FUNCTIONS

Name the days
Read the days and their abbreviations
Write the names and abbreviations of the days
Ask and answer questions about days

TOPICS

Employment: telling when available to work; talking about schedule;
School, Community: talking about schedule, clarifying day for appointment

STRUCTURES

Wh-Questions: what
Yes/No-Questions
Tenses: simple present with be and common action verbs
Prepositions: on

METHODS / TECHNIQUES

Trace-copy-write; Total Physical Response, Blackboard Work

RESOURCES

New Start, Literacy Workbook 1
HER Project
English on the Radio
Communication Starters
Calendar
Alphabet cards
Flashcards: days of the week
Post-it Board
Teacher Generated Materials

ACTIVITIES

Use flashcards to learn word recognition

Practice writing at blackboard, then use worksheets

Use sticky board with alphabet cards to practice spelling

Use sticky board to sequence days, match with abbreviations

With blank calendar, students write in days of the week

Blackboard dictation

Students stand in correct order holding flashcards

Students give days orally in correct one day per student

Students discuss daily activities -- using days of the week

EXPRESSIONS

General: weekday, weekend, morning, afternoon, evening;
Specific: Monday (M/Mon.), Tuesday (T, Tues.), Wednesday (W, Wed.), Thursday (Th., Thurs.), A Friday (F., Fri.), Saturday (S., Sat), Sunday (Su., Sun)

Time

OBJECTIVES O/A 6 Ask and respond to questions about time
L 8 Read and write digital time

FUNCTIONS

Ask and answer basic questions about time
Read and write digital time on hour, half hour, and quarter hour (6:15)
Read any digital time (9:38)
Write digital times

TOPICS

Employment: schedule for work, beginning and ending shifts, lunch and coffee breaks; **School:** being on time to class, taking breaks; **Health**: setting appointment times, getting to appointment on time

STRUCTURES

Wh-Questions: What, When
Tense: simple present
Prepositions: at

METHODS / TECHNIQUES

Dialogs, Role play, Dictation

ACTIVITIES

Dictations to practice writing time: Students dictate to each other. Team relay at board. Teacher the dictates. Students write.

Discuss daily routine using time.

Students complete simple schedule of daily activities using time. Use pictures for activities, students write times next to pictures (Get bus: 5:30; Start School: 6:00)

Make clock worksheets for students to practice with

Teacher or student uses digital clocks to review time. (Most digital clock-radios have a button that enables you to change times quickly and easily.) Students work in small groups with one clock per group.

EXPRESSIONS

What time is it? o'clock A.M. P.M. morning, afternoon, evening, noon, midnight, on time, late, early

RESOURCES

A New Start, Literacy workbook 2
Passages to ESL Literacy
English Lesson on the Radio
HER Project
Digital clock
Teacher generated materials

Classroom and Household Objects

OBJECTIVES	O/A 18	Identify and inquire about classroom objects
	*	Identify and inquire about household objects
	*	Identify and name rooms in a house
	O/A 10	Identify and name basic colors
	O/A 11	Identify and name basic sizes
	O/A 22	Identify and name basic shapes
	O/A 5	Follow one-step directions and commands

* These objectives do not appear in the Washington State Adult Refugee Project ESL Master Plan (September, 1985).

FUNCTIONS

Identify and ask about common household furniture, appliances, rooms
Identify and ask about classroom furniture and equipment
Ask and answer questions using colors, size and shape
Follow one-step directions or commands

TOPICS

House: describe house or apartment; describe item stolen (burglary)
Shopping: choose furniture, school supplies, household objects
School: identify classroom objects

STRUCTURES

Wh-Questions
Yes/No questions
Imperative: affirmative and negative
Tense: simple present, present continuous
Contractions
Nouns: singular, plural, count, non-count possessive
Pronouns: demonstrative, possessive
Adjectives: shape, size, color
Adverbs: here, there
Prepositions: Location (on, in, at, under, above, over, next to)

ACTIVITIES

Manipulation of objects: listen and repeat

Total Physical Response with realia to practice directions and commands

Do coloring exercise worksheets to practice directions, colors, and identifications

Color/Shape Bingo

Student 1 leaves room, others decide on an object. Student asks questions to identify object.

"Simon says" using commands: teacher or student leads.

Students draw shapes on blackboard or on paper following teacher's directions. (e.g., "Draw a long line. Write the number 2 under the line.")

Students draw rooms of their own house or apartment. Teacher helps to label.

Language Experience Story: Have students describe shape and furniture of home in native country as well as in the U. S. Write story on board or ditto for reading practice.

METHODS / TECHNIQUES

Total Physical Response, Coloring, Audio Lingual Method, Language Experience, Games

Mystery Grab Bag: Put objects in bag. Student puts hand in, tries to describe, and identify without seeing the object.

Write simple dialogs for shopping.

Roleplay: simple shopping trips

EXPRESSIONS

Colors: red, blue, yellow, green, orange, black, white, brown, purple, pink, gray; **Size:** large, big, medium, small, little; **Shape:** square, round, triangle, rectangle, line, straight, circle; **Classroom and household objects:** desks, chairs, sofa, table, telephone, chalk, blackboard, door, and so on; **Rooms of a house:** kitchen, bathroom, bedroom, living room, and so on.

RESOURCES

Celebration
Live Action English for Foreign Students
A New Start
HER Project
Cuisenaire rods
Realia
Color Crayons
Color/Shape Bingo Game
Magnetic Board with pictures of furniture and rooms of a house
Teacher generated materials

Health

OBJECTIVES
O/A 12 Identify and name basic body parts
O/A 8 Make statements and ask questions about health problems and states of being

FUNCTIONS

Point to and name parts of the body
State general state of being (e.g., tired, sick, cold)
Ask and respond to questions about health medical needs

TOPICS

Health: medical appointment;
School, Employment: seeking medical help

STRUCTURES

Wh-Questions: how, what
Nouns: singular, plural
Adjectives: possessive

METHODS / TECHNIQUES

Dialogs, Role Play, Pantomime, Games, Songs, Blackboard work

RESOURCES

A New Start
Survival English
English Lessons on the Radio
Passages to ESL Literacy
HER Project
Practical Vocabulary Builder
English for a Changing World, Cue book 1
English for Adult Competency, Book 1
Doctor/Nurse Realia
Uniforms
Magnetic board with body parts

ACTIVITIES

TPR: Touch your head. Open your mouth

One student stands in front of class. Other students tape flashcards to appropriate body parts

Students copy names of body parts onto drawing of person on worksheet.

"Simon says" with body parts

Role play doctor/nurse and patient

Student pantomimes ailment; others guess

Outline one student on butcher paper, students draw in body parts and label them

Students work together at the blackboard to draw a picture of a person. Each names all parts already drawn and connects a new part to what has been done

Simple songs with actions: "Head, shoulders, knees, toes" "Hokey Pokey" "When your happy & you know it, Clap your hands" or make up your own

Circle game: Students & teacher stand in a circle. Each one pantomimes a state of being/health (sick, hungry, happy) and says the word. All repeat. Go around the circle, repeating all previous words and actions. Each person adding a

new one.

Ask students daily: "How do you feel?" "Are you happy today?"

EXPRESSIONS

Body Parts (singular & plural): head, eye, nose, mouth, ear, hair, face, tooth, tongue, neck throat, shoulder, back, chest, breast, stomach, arm, elbow, wrist, hand, finger, buttocks, hip, leg, knee, ankle, foot, toe; **Condition:** tired, thirsty, hungry, sick, dizzy, hot, cold, fever; **General:** left, right What's the matter? How do you feel? My _____ hurts.

Weather

OBJECTIVES O/A 16 Respond to questions about weather

FUNCTIONS

Ask and respond to questions about weather
State likes and dislikes related to weather

TOPICS

Employment, School: initiate small talk conversations during breaks

STRUCTURES

Wh-Questions: how, what
Yes/No questions
Tense: simple, present continuous with be
Adjectives: snowy, cold, cloudy, sunny, and so on

METHODS/TECHNIQUES

Dialogs, role plays, games, songs

ACTIVITIES

Use picture flashcards to teach adjectives relating to weather

Students go outside or look out window to describe weather

Teacher asks students about weather everyday and asks about weather in own countries

Begin a regular classroom practice of writing a weather report (with pictures) on the blackboard at the beginning of class

Practice dressing for different kinds of weather

Play Concentration with weather pictures on sticky board

Make a simple songs using weather vocabulary or use nursery rhymes or chants

EXPRESSIONS

Questions: What do you thing of the ...? Do you like...? **Weather words:**, sunny, rainy, windy, cloudy, foggy, snowy, cold, hot, warm, cool, clear

RESOURCES

English for a Changing World, posters
HER Project
Jazz Chants
Weather pictures
Flashcards
Post-it Board
Seasonal clothing
Teacher generated materials

Money

OBJECTIVES O/A 7 Identify and count money
L 7 Read and write money amounts

FUNCTIONS

Identify U. S. coins and currency
names by name and value (dime, 10 cents)
Read prices on signs and price tags
Ask and respond to request for change
Give the proper amount when requested
in oral or written forms

TOPICS

Employment, School: using the vending machines, eating in the cafeteria; items, **Community:** buying at the post office; **Shopping**: going to the grocery store or the department store; **House**: paying bills

STRUCTURES

Wh-Questions: how much
Yes/No-Questions
Tense: simple present with be and have
Nouns: singular, plural, count, non-count

METHODS / TECHNIQUES

Dialogs, Role Play, Dictation, Total Physical Response, Blackboard Work, worksheets

ACTIVITIES

Using real money, students learn of coins and their values

Make change, count change

Computation exercises at blackboard and on worksheets

Team relay games at blackboard, teacher dictates

Match real money with play money

Play money bingo

Use stamp pad and money stamps for counting exercises

Play store: with prices marked on students buy and pay for items, clerk give change, etc.

Visit a payphone, cafeteria, vending machines, and a real store. Help students note prices and match to real money

EXPRESSIONS

Money terms: penny, nickel, dime, quarter, dollar, coin, bill, change, cents, money; **Questions**: How much? Do you have change? Do you have a ...?

RESOURCES

A New Start, Literacy Workbook 1
Passages to ESL Literacy
HER Project
Money
Play money
Money bingo game
Money stamps and stamp pad
Grocery/Department store receipts
Teacher generated materials

Emergency Assistance

OBJECTIVES *Dial 911 or emergency telephone numbers for emergency assistance

* This objective is not in the Washington State Adult Refugee Project ESL Master Plan (September, 1985)

FUNCTIONS

Read and be able to dial emergency telephone numbers (911 or others)
Identify oneself when calling
State needs and give location information

TOPICS

Employment, School, House, Community: emergency problem: fire, medical, robbery, burglary

STRUCTURES

METHODS / TECHNIQUES

Dialogs, Role plays, Total Physical Response

ACTIVITIES

Explanation of 911 system or emergency telephone numbers in students' native languages

Students practice dialing 911 or emergency numbers

Police/Fire department representative location information demonstrates 911 equipment with translation

Practice using a pay phone

EXPRESSIONS

Help! This is.... I live at .... 911, fire, police, ambulance, medic, doctor, emergency

RESOURCES

A New Start, Unit 19
HER Project
Police or Fire Department Representative
Telephone
Bilingual aides or counselors
911 stickers or other emergency phone number stickers

Family

OBJECTIVES O/A 13 Identify extended family relationships

FUNCTIONS

Discuss self and family, immediate extended
Respond to questions about basic personal information

TOPICS

Employment: talking with co-workers;
School: talking with teachers or students;
Community: talking with friends or community counselors and caseworkers

STRUCTURES

Wh-Questions: who, what, how
Yes/No-Questions
Negatives
Nouns: singular, plural, possessive
Pronouns: subject
Adjectives: possessive

METHODS / TECHNIQUES

Role play, language experience, photo identities

P 1: O/A 1, 9, 19, 23; L 4

ACTIVITIES

Bring in photos of families to and discuss.

Draw pictures of families and label

If possible, create an extended family in your classroom. Try to gather members of a real family

If not, create an extended family with other students as members, oldest generation standing, next sitting in chairs, third sitting on floor. Have them identify relationships among all members and answer questions (e.g., Who is your aunt? How many grandchildren does _____ have?)

Language experience story: Elicit description or story from class or individual student. Write what students say, then students read it.

Students have a hard time with fictional characters. Try to gather several members of a real family.

EXPRESSIONS

Relationships: husband, wife, mother, father, son, daughter, sister, brother, child, parent, grandfather, grandmother, grandson, granddaughter, grandchild, uncle, aunt, cousin, nephew, niece, -in law;
Gender:man, woman, boy, girl

RESOURCES

A Conversation Book I
Visual Vocabulary Skills (People)
Pictures from Side by Side
Personal family photographs
Teacher generated materials

Letters and Words

OBJECTIVES

L 7	Produce the sound of individual long vowels when visually represented in initial, medial, and final position
L 6	Name and print the letter commonly associated with the sound of a long vowel (V) appearing in the initial, medial, and final position
L 9	Produce the sound of each consonant blend when visually represented with a vowel
L 8	Name and print the letters associated with the sound of each consonant blend
L 11	Produce the sound of each consonant digraph when visually represented with a vowel
L 10	Name and print the letters associated with the sound of each consonant digraph

FUNCTIONS

Recognize, reproduce graphically, and produce the sound of long vowels appearing in initial, medial, and final positions.
Recognize, reproduce graphically, and produce the sound of consonant blends
Recognize, reproduce graphically, and produce the sound of consonant digraphs
Identify sounds in P2 vocabulary

ACTIVITIES

Practice minimal pairs

Elicit vocabulary items beginning with consonant sounds being learned; put lists of words on board so students can see consistency of letter and sound.

Written exercises: Dictate words. Students fill in missing long vowel, consonant blend, or consonant digraph.

TOPICS

Use with all topics as appropriate.
learned

EXPRESSIONS

Any vocabulary already known or at this level.

STRUCTURES

METHODS / TECHNIQUES

Worksheets; dictation
Blackboard

P 1: L 2, 3, 5, 9, 10, 11

RESOURCES

Passages to ESL Literacy
Consonants Sound Easy
Sounds Easy
A New Start
First Steps in Reading and Writing

Numbers and Computation

OBJECTIVES 0/A 2 Identify and name the cardinal numbers from 0 - 1000.
L 1 Compute up to four-digit addition and subtraction problems

FUNCTIONS

Identify and name the cardinal numbers (0 - 1000)
Recognize digital representation
Count objects
Read and dial limited lists of telephone numbers
Using numerals, add and subtract, up to four-digit problems.

TOPICS

Employment, House, School: provide social security numbers, addresses, telephone numbers; read numerical addition and subtraction problems in codes (product codes, room numbers); **Shopping**: price tags on signs, change

STRUCTURES

Wh-Questions: how many, how much
Yes/No-Questions
Negatives
Prepositions: in, on, at

METHODS / TECHNIQUES

Oral drills, blackboard work, story problems, pair work, worksheets

P 1: 0/A 3, 7; L 1, 4, 7, 8, 12

ACTIVITIES

Dictate numbers and math problems groups of students at blackboard. Seated students help with corrections

Students dictate to each other

Pair work with flash cards

Money bingo

Students take play money. Teacher asks how much money they have and what they can buy with it

Using worksheets, students compute class or for homework.

Students use store coupons to practice subtraction.

Students add the price of two items from a store advertisement to practice addition.

EXPRESSIONS

Arithmetical: + (plus)
= (equals, makes, is)
- (minus, subtracted from)
add, subtract **General** rich, poor enough

RESOURCES

A New Start
Passages to ESL Literacy
Golden Step Ahead Money concepts
Learning Board
Money Bingo Game
Math flashcards: addition and subtraction

Time*

OBJECTIVES Understand the concepts involved in telling time
Read and tell time using non-digital clocks

*These objectives are extensions of P 1: O/A 6 and L 8. They do not appear in the Washington State Adult Refugee Project ESL Master Plan (September, 1985).

FUNCTIONS

Identify and state non-digital clock times
Identify hour and minutes
Identify quarter hours and half hours
Write digital time after seeing non-digital clock

TOPICS

Employment: work schedule, breaks, meetings; **School**: schedule, breaks, appointments; **Social**: appointments

STRUCTURES

Wh-Questions: what, when
Tense: simple present
Preposition: on

METHODS / TECHNIQUES

Question and answer, dictation, worksheets, blackboard

P 1: O/A 3, 6, L 8

ACTIVITIES

Make clocks with paper plates. Practice moving clock hands to different times.

Teacher dictates time. Students set clocks.

Teacher write time on the board. Students set clocks and read time.

Practice alternative ways of saying same time (15 past, a quarter past, and so on).

Develop worksheets with non-digital clock faces: students fill in the hands or times

EXPRESSIONS

a quarter past/after, half past, a quarter of/to/till, before, after

RESOURCES

A New Start, Literacy workbook 2
Passages to ESL Literacy
Her Project
Before Book One
Digital clock
Paper plates
Teacher generated materials

Calendar

OBJECTIVES	O/A	7	State the months of the year in sequence
	L	2	Read, write and sequence the month, including their abbreviations
	O/A	2	Identify and name the ordinal numbers from 1 -31.
	L	3	Read, write, and sequence ordinal numbers
	*		Name the four seasons and relate them to the months of the year

*This objective does not appear in the Washington State Adult Refugee Project ESL Master Plan (September, 1985).

FUNCTIONS

Identify the months
Name and read the months and their abbreviations
Read and write dates expressed in numbers and words
Ask about and give dates when asked calendar, if needed)
Identify birthday and/or date of entry to the U.S.
Correlate the seasons with the months

TOPICS

Employment: filling out applications;
School: filling out applications, talking with friends, teachers, or counselors;
House: reading bills

STRUCTURES

Wh-Questions
Yes/No-Questions
Tense: simple present
Prepositions: in, on

METHODS/TECHNIQUES

Oral drills, total physical response, dictation, pair work

P 1: O/A 3, 13, 16; L 1, 6

ACTIVITIES

Circle drill: each student names one month in sequence, continue around class.

Students sequence month flash cards (individuals, pairs, or small (use a groups).

Teacher selects one student to represent each month. Student stand in correct sequence and name months. Seated students can also name months. Students can be grouped into seasons (e.g.,. March + April + May = Spring).

Match months with abbreviations on sticky board.

Fill in calendar of current month with date (practice ordinal numbers). Tell students to "Circle May 5th. Underline May 15th."

Associate numbers with months (1 = Jan.). Write dates using number, e.g.,. 5-15-85.

Learn dates of traditional American holidays and students' ethnic or country holidays

Talk about seasons and weather in homeland and different parts of the U. S.

Concentration: months and abbreviations or months and numbers

RESOURCES

English for a Changing World 1, cue book and posters
A New Start
A Conversation Book 1
Teacher generated materials

Social Exchanges

OBJECTIVES
O/A 1 Identify situation where apologies and thanks are appropriate and provide appropriate responses
O/A 5 Ask and respond to "or" questions indicating "likes" or "dislikes"

FUNCTIONS

Ask for assistance and express appreciation
Extend apologies
Ask and respond to Or-Questions
State likes and dislikes

TOPICS

Employment or School: asking for help finishing an assignment, fixing a machine; apologizing for being late or absent or not doing an assignment correctly; **House**: liking or disliking food, breaking an object or a machine; **Shopping**: accidentally bumping someone, not liking furniture, clothes, price

STRUCTURES

Wh-Questions
Or-Questions
Tense: simple present, present continuous

METHODS/TECHNIQUES

Dialog, role play

ACTIVITIES

With pictures, elicit dialogs offering thanks, apologizing, or telling likes and dislikes

Students look through magazines and find pictures of things they like. Teacher provides vocabulary when necessary.

Students make picture dictionary using pictures they have selected

Teacher uses apologies and thanks whenever appropriate in classroom. Point out situations where students need to apologize or express thanks. (For example, have students apologize if they are late to class, thank other students who give them things.)

Role play situations where apologies and thanks are appropriate (bumping into someone on the bus, accepting a cup of tea.)

EXPRESSIONS

(I'm) sorry. Excuse me. Pardon me. Thanks. Thank you. I appreciate it. Sure. You're welcome. That's all right. Okay. No problem.

RESOURCES

A New Start
Pictures from Side by Side
Magazines, plastic fruits and vegetables

P 1: O/A 2

Occupations

OBJECTIVES
O/A 14 Name common occupations and tools
O/A 15 Describe common activities and/or duties associated with entry level jobs

FUNCTIONS

Identify and respond to questions about common jobs
Identify skills needed or duties of job
Identify tools or clothing needed or used

TOPICS

Employment: talking to a job counselor, mock interviewing; **School**: talking to teacher or friends about past job experience or plans

STRUCTURES

Wh-Questions
Yes/No-Questions
Pronouns: subject, possessive
Tense: simple present, simple past, future (be going to)
Modals: do, can
Negatives
Conjunctions: and

METHODS / TECHNIQUES

Total Physical Response, Role Play, Charades, 20 Questions

P 1: O/A 15

ACTIVITIES

Elicit names of jobs that students have had in the past or hope to have in the future.

20 Questions: asking about occupations

Charades: Students act out occupation; others guess.

Use flashcards with pictures of people in various jobs using different tools

Students draw pictures of themselves doing current or past jobs: discuss and label jobs and tools

Students draw pictures of occupations in native countries: discuss and label jobs and tools

TPR with tools: Give me the hammer. Measure the table. Thread the needle.

EXPRESSIONS

job, occupation, work Names of occupations and tools
occupations

RESOURCES

English for a Changing World, cue books and posters
Passages to ESL Literacy
A Conversation Book 1
Live Action English for Foreign Students
HER Project
Peabody Language Development Kits,
Pictures from Side by Side
Toy tool Kit
Flashcards

Shopping: Food and Clothing

OBJECTIVES
- O/A 11 Make statements and ask questions about food
- O/A 12 Make statements and ask questions about clothing
- O/A 16 Identify and use common measurements of weight and volume
- L 12 Read and write common abbreviations for measurements of weight and volume

FUNCTIONS

State basic food needs
Ask for price of food
Ask for food using common weights and measures
State basic clothing needs
Ask for price of clothing
Request size and color in simple terms
Differentiate between sizes and weights by reading labels and tags
Identify abbreviations for measurements

TOPICS

Shopping: supermarket, department store, open market, thrift store

STRUCTURES

Yes/No-Questions
Nouns: count, non-count
Pronouns: object, demonstrative, possessive
Adjectives: color, size, shape, some, any
Modals: can, could, would

METHODS / TECHNIQUES

Total physical response, dialog, role plays, blackboard work, question and answer

ACTIVITIES

Students buy and sell in play store

Students make lemonade to practice measurements

Total Physical Response activity with real clothing: "Put on the jacket. Give me the blue shirt."

Take students on field trips to nearby supermarket, department store, open market. Identify food items, look at prices and measurements (weigh vegetables, point out a quart, a gallon, a dozen....) Ask students to locate and price particular items of clothing, find appropriate sizes, look at contents and care labels. Depending on class abilities give them exercise sheets to fill out with prices locations, and so on of certain merchandise.

Teachers and students discuss questions: What do you find in different sections of grocery store (e.g., carrots in produce, milk in dairy, and so on)

Students make grocery lists.

Set up sample stores: role play parts of customer and clerk: make purchases, exchange items, incorrect change.

Review: Where can you buy a/an _ (dryer, jacket, and so on)?

Practice weight and volume measurements in class with a borrowed commercial scale (not a bathroom scale) and empty containers

Practice measurements: by making/baking a dish (rice pudding, cookies)

EXPRESSIONS

Stores/Sales: thrift store, supermarket, grocery market, garage sale, moving sale; **Measurements:** ounce, pound, teaspoon, tablespoon, cup, pint, quart, gallon and abbreviations; **Utensils:** knife, spoon, spatula: **Cooking instructions:** stir, add, bake, chop; **Materials:** cotton, wool, silk, nylon, polyester; **Care instructions:** hand wash, dry clean, machine washable

RESOURCES

English for a Changing World, cue books and posters
A New Start
A Conversation Book 1
HER Project
Peabody Language Development Kits (Levels 1 and 2)
Realia
Plastic foods
Seasonal clothing
Commercial scale
Food containers
Field Trips

P 1·0/A 3, 10, 11, 14

Maps and Directions

OBJECTIVES

O/A	4	Ask and describe locations using prepositions
O/A	3	Give and follow simple location directions
O/A	2	Identify and name the ordinal numbers 1-31
L	3	Read, write, and sequence ordinal numbers
L	4	Extract basic location information from simplified street maps
O/A	16	Identify and use common measurements for distance
L	12	Read and write common abbreviations for measurements of distance

FUNCTIONS

Ask for, give, and follow oral directions to a building
Attract attention
Ask for or respond to requests for directions
Follow or give directions
Follow a simplified city street map

TOPICS

Employment: location of job center or job site; **School**: location of school; **House:** location of residence; **Community**: location of public services including bus stops, hospitals; **Health**: doctor and dental offices

STRUCTURES

Adverbs: here, there
Prepositions: location (in, on, in front of, next to)
Imperatives

METHODS/TECHNIQUES

Information gapping, total physical response, dictation

ACTIVITIES

Discuss maps and show directions

Information gapping: Students work in pairs; both have maps which cannot be seen by the other. Student 1's map is detailed; Student 2's map is missing information. Student 1 provides the information to fill in Student 2's map.

Using real city maps, students learn what colors and lines mean, sections of the city, compass directions important landmarks, and so on

Students follow directions given by teacher by tracing route on map with finger or pencil.

Total Physical Response: Go straight. Turn Right.....

Draw simple street maps on board, students follow using chalk. Other students can follow on paper at their seats.

Written activities: Teacher instructs students at blackboard. "Draw a circle. Write a number 1 inside the circle. Write a number 2 below the circle," and so on. (Reinforce with individual work on paper.)

Measure things in classroom with yardstick or tape measure. Measure students' height.

EXPRESSIONS

Measurements: inch, foot, yard, meter, mile and abbreviations; **Traffic:** street, corner, block, cross street; **Direction words**: go left, right, straight, west, southeast, and so on.

RESOURCES

A New Start
A Conversation Book 1
English for a Changing World, cue books and posters
City maps
Simplified map worksheets

P 1: O/A 3, 9; L 1

Timetables

OBJECTIVES L 5 Extract arrival and departure information from timetables

FUNCTIONS

Read arrival and departure times on timetables
Determine destination and time of arrival/departure
Ask and respond to questions about departure/arrival

TOPICS

Transportation: taking city buses, long distance buses, trains, or airplanes

STRUCTURES

Wh-Questions
Yes/No Questions
Tenses: simple present, simple past, future (be going to)
Prepositions: location
Adverbs: Time (now, soon, later, yesterday, tomorrow)

METHODS / TECHNIQUES

dialog, pair work, role play, field trip

P 1: O/A 3, 6; L 1, 8

ACTIVITIES

Students role play getting on and off bus and asking for transfer, all day pass

Students learn to read bus schedule in pairs (use simplified schedule first)

Students read train or plane schedule, if level of class or necessity warrants.

Class takes field trip and plans how to get there by bus.

Visit the nearest bus stop, note next scheduled arrival. Check watches notes whether bus arrives on time. Determine arrival time at chosen destination.

EXPRESSIONS

Bus terms: transfer, all day pass, monthly pass, peak/off peak, zones, station, stop,=round trip, one way, gate; Verbs: Leave from, go/get on/to

RESOURCES

Notion by Notion
bus schedules, bus route maps
field trip
teacher generated materials

Health*

OBJECTIVES Give personal or family member's health information in emergencies or at doctor's appointments
Follow instructions for taking medication

*These objectives are an extension of P 1: O/A 8. They do not appear in the Washington State Adult Refugee Project ESL Master Plan (September, 1985).

FUNCTIONS

Ask for and give information about health history or illness
Ask and respond to questions about health problems/illness
Describe symptoms
Ask what the doctor, the nurse, or the dentist is doing
Read generic names of common non-necessary. prescription drugs

TOPIC

Health: in the emergency room, waiting in the doctor's or dentist's office, filling a prescription or looking for medication at the pharmacy;
House: taking medicines, clarifying instructions

STRUCTURES

Wh-Questions (How many/much)
Yes/No Questions
Pronouns: subject, object, possessive
Adjectives: possessive, demonstrative, quality (awful, cold)

METHODS / TECHNIQUES

Total physical response, role play, worksheets

RESOURCES

A New Start
HER Project
generic medicines (aspirins)
school clinic, drug stores

P 1: O/A 1, 8, 9, 12, 19, 23; L 4

ACTIVITIES

Role play giving health information in emergency or doctor or dentist's office

Role play a visit to the doctor's office. Have teacher, aide, or higher level student play doctor or nurse. Use script/short dialog if

Total Physical Response: Students follow simple instructions during a medical exam (i.e. Open your mouth). Use a doll for instructions that are not appropriate in class.

Total Physical Response: Students follow instructions on medication

Students work with fake pills (raisins, bread, and so on) to demonstrate understanding of oral directions, given by teacher.

If you have access to bilingual aides, find out if the students or their families have specific health issues (i.e. diabetes, chronic dizziness). Teach the vocabulary they will need to explain these issues.

EXPRESSIONS

unconscious, bleeding, broken, poison, in labor, fall, choke, breathe, diarrhea, vomit, accident, pill, tablet, capsule, teaspoon, tablespoon, before/after meals, at bedtime, every ____ _ hours, 3 X daily. Vocabulary as it relates to students' specific needs.

Reading and Writing Messages

OBJECTIVES : L 1 Read and write simple sentences and questions.
L 13 Read and write simple notices.

FUNCTIONS

Read messages
Give information (e.g.,. "out of order," "back in twenty minutes," Do not disturb")
Write simple messages

TOPICS

Employment: office closed;
School: notes from the teacher

STRUCTURES

Simple statements
Simple commands with "please"
Simple questions
Tenses: simple present, simple past, future (going to)
Possessive adjectives
Coordinating conjunctions: and, but
Prepositions: destination, position, time

METHODS / TECHNIQUES

Written dialogs, language experience, cloze passages, substitution drills, scrambled stories, journals, role play

ACTIVITIES

Use language experience stories to build literacy skills through recycling important vocabulary and dealing with relevant topics

Use stories students can read (e.g.,. student generated material or books such as The New Arrival (Alemany Press) or Personal Stories (Linmore Publishing).

Students complete simple cloze passages, substitution drills, scrambled sentences, etc.) in order to write sentences about themselves

Students copy down notices they see in their environment and bring in for discussion

Bring in notices from school. Have students identify key phrases: permission, field trip, call, appointment, and so on.

Role play situations where students need to write simple notices at work (Out to Lunch. Back in 5 minutes)

Role play taking simple telephone messages. One student calls another who listens to message for student 3 and write down basic information (Call Karen back. John called at 1:00) Put examples on board for discussion.

Students keep journals in English with whatever they want to write. Teacher reads and writes back.

EXPRESSIONS

Back in _____ minutes.
Back at _____.
Out of order.
Do not disturb.
Vocabulary related to school memos or notes from teachers

RESOURCES

P1: L1, 3, 4, 8
P2: L2

The New Arrival
Personal Stories
Celebration readers
Impact, Book 1 and 2
Student journals
School memos/notices
Student/Teacher generated materials

On the Job. Sequencing

OBJECTIVES : L 3 Sequence and sort alphabetically and numerically.
L 11 Obtain information from directories (e.g.,. yellow, white, and /or blue pages).

FUNCTIONS

Determine how to sequence: alphabetically or numerically
State reason for sequencing:
a. letters: names, city, zip code
b. product parts: coding
c. telephone numbers on bills
d. phone book: names or services
Sort and sequence mail
Find information in a phone book

TOPICS

Employment: finding product parts;
House: finding services in the telephone book, sorting mail alphabetically, sorting bills by due date

STRUCTURES

METHODS / TECHNIQUES

small group projects, individual worksheets

P1: L 1, 2
P2: L3

ACTIVITIES

Work in small groups: put own names in alphabetical order

Work in small groups: put list of unfamiliar names in order (teacher provided list)

Students given envelopes or files told to sort by name, address, or number

Students asked to locate information in the telephone book (This activity should be simplified to accommodate the level of the students, i.e. show students emergency number listings, use one page of the telephone book to find services or names)

Use a book for a scavenger exercise: have students find pages, titles, or pictures. Use index.

EXPRESSIONS

alphabetical, numerical, sequence, file, filing cabinet, sort

RESOURCES

telephone books, directories
file folders
envelopes with names and addresses
teacher generated materials

Pre-Employment: Finding Out About a Job

OBJECTIVES
L 12 Read and extract details from job announcements
O/A 8 Ask and respond to questions about work schedule and salary
O/A 11 Ask questions about benefits

FUNCTIONS

Locate information in job announcements
Determine job title, salary, shift, full-time or part-time, job requirements, contact person or place
Ask and respond to questions about work schedule, salary, and benefits

TOPICS

Employment: Read job announcements; mock job interviews

STRUCTURES

Wh-Questions
Yes/No-Questions
Or-Questions
Tenses: simple present, present continuous, simple past, future "be going to"
Modals: Ability

METHODS / TECHNIQUES

Dialogs, Role plays, Audio/video taping, Small group activities

P1: O/A 3, 7, 9, 13, 14; L 1,3, 6, 7, 8
P2: O/A 2, 7, 14, 15; L 2

ACTIVITIES

Elicit information about jobs that they or friends have had

Show videotape or audiotape of a simulated job interview and discuss

Role play asking for information and asking questions in a job interview (tape or video record it)

Teach job announcement vocabulary and abbreviations for recognition with blackboard work, games, and worksheets

As group, extract information form job announcements (newspaper, employment offices) Circle or underline important information as directed by teacher

EXPRESSIONS

What _____ can you work?
Can you...?
$ _____ per hour;
experience, skills, benefits, medical /dental insurance; overtime; sick leave; vacation; shift (day, night, swing, split); salary; wages full/part-time; job related vocabulary based on students needs or skills

RESOURCES

Building Real Life Skills
English for Adult Competency, Book 1
newspaper and employment office job announcements

Small Talk

OBJECTIVES
O/A 1 Initiate and respond to "small talk" exchange
O/A 19 Express and respond to compliments and criticism
L 1 Read and write simple sentences

FUNCTIONS

Initiate and respond to small talk
Exchange greetings
Ask and respond to questions about weather, sports, weekend activities, or family
Give a compliment of make a criticism
Respond to a compliment or criticism
Close conversation

TOPICS

Employment: talking to co-worker or supervisor about weather, weekend, family, sports; **School**: talking to classmate or teacher about weather, weekend, family or sports

STRUCTURES

Simple commands
Wh-Questions: how, what, when
Yes/No-Questions
Tag questions
Tenses: simple present and past
Pronouns: subject, object

METHODS /TECHNIQUES

authentic "small talk" exchanges everyday in class for 5-10 minutes; pair work, dialogs, role plays, games, blackboard work

ACTIVITIES

Short dialog on board using vocabulary that the students have mastered (e.g., Hi, how are you? Do you like this rain?) Students read, verbally respond, and copy. Eventually students write their own short dialogs on blackboard.

Set up situations in which students will need to make an exchange (i.e. on the job, in the classroom)

Students work in pairs. One student instructs the other in performing the task. Student-instructor gives criticism and feedback (That's good. Try again). Student-performer responds (Thanks.) Examples: teach how to play soccer; prepare a special food; use a typewriter

Students read and write simple greeting cards (thank you, birthday, holiday)

Concentration game: weather, sports

EXPRESSIONS

How are you? How's your family?/ How was your weekend?/ Crummy weather, isn't it? It's a beautiful day! I like the snow. How about you?/Did you see the _____ play last night? They were ____. They're not bad. **Compliments & Criticism** You look good today. You look nice. Thanks./ Good job. No, not like that, like this. That's not right. **General replies:** kind of ____ / Okay. So-so. Great

P1: O/A 1, 2, 8, 16; L 3, 4
P2: O/A 1, 5, 13: L 2

RESOURCES

A New Start, pp. 1-2
Celebration
ESL Operations
Photographs and pictures that elicit social exchanges
Props for students teaching others soccer ball, food ingredients, time clock, typewriter
Concentration games

Telephone Skills

OBJECTIVES O/A 2 Provide and request simple information over the telephone
L 5 Read and write basic appointment information (date, time, place)

FUNCTIONS

Requesting information
Exchange greetings
Make a request for assistance
State purpose and ask for information
Respond to questions
Verify information
Exchange leavetakings
Read and write down appointment information (names, date, time, place)

TOPICS

Employment: getting job information making an appointment for a job interview, Calling in sick; **School**: registration appointment; **Health**: appointment with doctor; **Community**: other appointments

STRUCTURES

Simple commands
Wh-Questions
Yes/No-Questions
Tenses: simple present, future "be going to"

Modals: request (can, could, would)
Adverbs: place, time, frequency
Prepositions: destination, position, time

METHODS / TECHNIQUES

Role play with telephones; notetaking
Total physical response

ACTIVITIES

Discuss situations when students are asked to give information over the phone

Class dictates dialog between - prospective employee and employer. Teacher writes it on the board and then class discusses appropriateness of exchanges. Can be done with other appointments (i.e. doctor).

Students work in pairs, construct, and practice dialogs. Students can role play dialogs for class.

Role play: Teacher, as an employer or secretary, calls to leave appointment information. Student writes down important information. Teacher checks for accuracy. (If available, use teletrainers or toy phones.)

Teacher brings in tape recorded messages about jobs. Students listen and extract job data.

Students telephone employment or other agencies which have taped messages. Students take notes and report back to class with details.

EXPRESSIONS

Making an appointment: I would like to talk to .... I would like to make an appointment with .... May I talk to .... Could / May I leave a message for...? **General:** Hold, please. I appreciate it. Excuse me. appointment, information, interview, location, located, messages, thank you, please

P1: O/A 1, 2, 6, 9, 13, 14, 21, 23;
L 1, 4, 6, 8
P2: O/A 2, 2, 4, 7, 9, 13; L 2, 3

RESOURCES

Games and Butterflies
Speaking Up at Work
telephones as realistic as possible
teletrainers
tape recorder & recorded messages
student and teacher generated
materials

Pre-Employment: Talking about Yourself

OBJECTIVES
O/A 3 Explain personal skills and interests
O/A 17 Use adverbs denoting frequency or time in statements and questions

FUNCTIONS

Provide personal information
Introduce self and reason for visit
Offer other appropriate data without being asked
Respond to questions about skills and interests

TOPICS

Employment: applying for a job;
School: talking with a job counselor, applying for job training required

STRUCTURES

Wh-Questions
Yes/No-Questions
Tense: simple present, present perfect, simple past
Modals: Ability
Adverbs: time and frequency

METHODS / TECHNIQUES

Role plays; tape record students and provide transcripts; twenty questions

P1: O/A 14, 15
P2: O/A 5, 14, 15

ACTIVITIES

Elicit student skills and interests

Teacher provides checklist of skills. Students rate themselves for each skill.

Teacher provides structures for students to talk about their skills (I like to.... I can ____ very well.)

Twenty questions: students thinks of a job and others students ask Yes/No questions about the skills required

Error correction activity from twenty questions: tape record questions. Students ask and transcribe. Have students correct their mistakes.

EXPRESSIONS

How often do you + verb? When do you + verb? I like to + verb. I can + verb. I have been a _____ since _. Have you ever.... I was....
Frequency: sometimes, often, not very often, usually, always, never, since **General**: Vocabulary related to students' personal skills and interests

RESOURCES

Building Real Life English Skills
Keep Talking
English for Adult Competency, Book 1
BASE, Book 1
Janus Job Interview Kit
Teacher and student generated materials

On the Job: Making Mistakes

OBJECTIVES O/A 18 Use simple comparison adjectives and adverbs in statements and questions
O/A 22 Ask for corrections and give explanations for a mistake

FUNCTIONS

Request help when stuck or a mistake has been made
Explain mistakes
Clarify directions from supervisor

TOPICS

Employment: mistake on the job; **School:** mistake or problem with class work or training program; **Community:** error at case service office

ACTIVITIES

Complete a list of mistakes that students have had at work. Choose a few to work on in class.

Simulate situations where an employee makes a mistake. Students watch and discuss language used to ask for help or explain a mistake. Notice supervisor reactions and employee expressions

Use Cuisenaire rods to practice comparison adjectives or adverbs

Three to five students stand in front of class. Other students compare: Karen is taller than Becky. He is older than she is.

Role play making mistakes, asking for help, and/or explaining why the mistakes were made

STRUCTURES

Adjectives: comparison (-er, more)
Adverbs: comparison (-er, more); degree (too, very, not...enough
Modals: Obligation (should)

METHODS / TECHNIQUES

Role plays; pair tasks, Cuisenaire rods

EXPRESSIONS

It should be _____-er. It's ____-er than that. It's more difficult. Repeat that more carefully. Should it be ____-er? Is this _____-er now? Can you help me? What do I do next time? I need some help. I'm stuck. mistake, correct, correction, explain, explanation, help, directions, bigger, faster, more quietly, cleaner, more difficult, enough, too, too much

RESOURCES

Your First Job
Communication Starters
Cuisenaire Rods
Teacher and student generated materials.

P1: O/A 9, 11, 14, 15, 21

On the Job: Following Instructions and Asking for Clarification

OBJECTIVES
- O/A 5 Follow three-to-five step instructions
- O/A 6 Ask for clarification of instructions
- L 8 Read and follow simply written directions, sequential directions (up to 3 steps)

FUNCTIONS

Follow verbal instructions or directions from a co-worker, supervisor, or phone caller
Ask for clarification
Request repetition of instructions
Read and follow simple written instructions or directions

TOPICS

Employment: assembling instruments; directions to work site; **School**: following explanation of math problem or safety procedure (fire drill), using a vending machine; **House**: cooking, cleaning, making lemonade, directions to locations by phone; **Transportation**: taking the bus

STRUCTURES

Imperatives
Tense: simple present, continuous
Adverbs: time, place
Prepositions: position

METHODS / TECHNIQUES

Total physical response, role plays, pair work, worksheets with instructions (e.g., paper folding, dot-to-dot)

ACTIVITIES

Teach: first, second, next, then, etc. with an activity (i.e. making a sandwich)

Teach and practice a 5-step task with the whole class. Then class dictates it as teacher writes. Go over directions in written form. Next day, give them variations of the task in written form and ask them to perform new tasks.

Simulate situation (tape, role play) where one person gives instructions to another. Demonstrate questions used to clarify instructions.

Use pictures that illustrate a 3-5 step sequence. Go over verbally, Next go over in written form with pictures. Finally, go over with only written directions.

Match one row of a 3 to 5 step procedure in pictures to another row in written form.

To practice questions of clarification have students listen and write a series of 3 to 5 telephone numbers. Teacher deliberately mumbles of speaks too fast to elicit questions such as, " Did you say..? Can you repeat that? Again, please.

EXPRESSIONS

Sequence: first, second, third, next, then, after, before, finally **Questions:** Did you say...? You mean like this? Could you repeat that? Okay. What's next? Go on. uh huh. **Verbs that apply to task:** Mix, cut, go right, put....**General:** instructions, directions

RESOURCES

Live Action English for Foreign Students
Speaking Up at Work
Your First Job
A New Start
Communication Starters
Celebration
Teacher generated material

P1: O/A 5, 9, 14, 17
P2: O/A 3, 4

On the Job: Work Policies

OBJECTIVES L 7 Read and interpret work schedules and simple rules

FUNCTIONS

Read and interpret schedules and simple rules
Identify schedules and rules
Identify important information (time, date, place, king of rule: safety, health, policy)

TOPICS

Employment: work schedules, personnel policies (i.e. calling in sick), safety rules;
School: class schedules, fire safety rules;
Transportation: bus schedules;
Community: movie schedules

STRUCTURES

Imperatives: affirmative, negative
Adverbs: frequency (never, always)

METHODS / TECHNIQUES

Dialogs, role plays, total physical response, language experience approach

P1: O/A 6, 13; L 6, 8
P2: O/A 7; L 2, 5

ACTIVITIES

Make simple work schedule that resemble those of the students. Discuss. Ask questions of clarification

Use language experience approach: Have student explain work schedule Write in schedule form on board. Use as basis for lesson.

Ask students to copy list of rules posted at school, workplace, and so on. Use list to teach specific rules as they apply or choose more general ones from the lists.

Compare different kinds of schedules (day, swing, night).

Role Play: Post a list of simple rules and ask some students to break them. Other students need to notice this and ask them to obey the rules by telling them what they are doing wrong.

EXPRESSIONS

Work, schedule, regulations, rules, day off, weekday, weekend, shift, swing shift, day shift, night shift, graveyard shift, split shift, holiday, vacation, overtime
running, smoking, eating, enter, exit, caution, obey, danger

RESOURCES

Your First Job
Speaking up at Work
Your First Job
Basic in Listening
Students own work schedules and rules

On the Job: Reporting Problems

OBJECTIVES
- O/A 4 Explain a simple problem
- O/A 12 Use the present perfect tense to report that something has happened: job progress or an accident
- O/A 13 Express dissatisfaction using appropriate channels at work.

FUNCTIONS	ACTIVITIES
Inform proper authorities of an incident or problem Give descriptive report Express feelings, if appropriate	Elicit list of accidents or problems that occur on the job Generate necessary vocabulary. Set up practice situations.
TOPICS **Employment**: accident or emergency, complaint about job or co-worker; **School**: accident, complaint about teacher, text, lack of homework, classroom size (too many students/too small); **Community**: problem with caseworker **House**: long overdue repairs	Have students watch/listen to a tape of an accident report. Then have students describe accident and determine fault. Have students role play report to supervisor Elicit list of complaints from students' lives. Talk about proper channels to address for each complaint. Select for class work a few of the problems.
STRUCTURES Tense: present perfect, simple past Conjunctions: but	
METHODS / TECHNIQUES Dialogs, role plays, use videos for observation and discussion, especially body language.	Simulate a situation in which an employee complains to another co-worker or the supervisor. Demonstrate language, facial expressions, and other body language. Provide students with and role play opportunities Use videos or audio tapes which demonstrate how to bring up a problem. Practice body language, key phrases, intonation. Give situations in which students can create dialogs and role plays to practice making and responding to complaints and/or explaining a problem

EXPRESSIONS

The work area has been too cold lately. I didn't get enough money in my paycheck. I need to talk to you .... Do you have a minute? Something is bothering me.... I hate to bother you but.... It bothers me that.... Excuse me, but.... Sorry to bother you, but...

RESOURCES

Your First Job
Progress Picture Compositions
HER Project
Your First Job (unit 5)
Teacher and student generated materials.

P1: O/A 8
P2: O/A 1, 5, 8, 14, 15

On the Job and At Home: Safety

OBJECTIVES O/A 23 Provide and respond to warnings in dangerous situations
L 4 Read and explain the meaning of safety warnings, signs, and labels

FUNCTIONS

Identify dangerous or non-safe
Warn other people
Read and explain warning, if necessary
and respond to directions

TOPICS

Employment: hair/hand in machine, restricted area, something is going to fall; **House**: overloaded socket, misplaced heater, child too near stairs or stove; **School**: misplaced chair, trip on objects on floor.

STRUCTURES

Imperatives: affirmative, negatives
Tenses: present, present continuous, present perfect, past

ACTIVITIES

One student leaves classroom and is blindfolded. Simulate hazardous environment in situations Give classroom (e.g.,. bucket of water, rearrange desks and chairs, eggs on floor, boxes stacked precariously). Blindfolded student returns. Other students direct him/her using warnings.

Role play dangerous situations (e.g.,. warn someone who is standing in water and plugging in electrical appliance; who is entering a restricted area; who has overloaded an electrical socket; who is going to get burned)

Use pictures of safety problems. Have students create a story with the teacher writing it on the blackboard. Then use the story for practice.

Use warning sign flash cards or pictures from books to teach words and meanings. Teacher acts out the meaning through simple demonstrations in class. Students practice remembering warnings and acting out meanings in small groups. Review frequently with flashcards.

Match row of pictures of accidents or hazardous situations with row of warning signs. Students match up and then discuss choice of signs.

Picture of people breaking rules on job or at home. Students select appropriate warning sign or safety instruction and hold it up as they explain the meaning.

Choose a sign. Class makes up dialog or story which exemplifies the purpose of the sign. Dialog/Story can be acted out or used for reading practice.

Tour school or building and record warnings from signs.

METHODS / TECHNIQUES

Dialogs, role plays, total physical response, language experience, field trips

EXPRESSIONS

Warnings: Watch out! Look out! Be careful. Danger! Poison. Keep Out! No smoking. Caution. Warning. Stop. High Voltage. Don't + verb. Don't touch the + noun.

RESOURCES

P1: O/A 5, L3

Looking at American Signs
Entry to English
HER Project
Speaking up at Work
A New Start
Colored plastic signs with warnings
Realia (with warning labels attached: soap containers, weed killers, rat poison.

Health

OBJECTIVES	O/A	2	Provide and request simple information over the telephone, especially in emergency situations
	O/A	9	Ask for clarification and follow instructions for taking medicine and using a treatment plan
	L	4	Read and explain the meaning of safety warnings, signs and labels
	L	5	Read and write basic appointment information

FUNCTIONS

Request information or assistance
the telephone
Identify self and state purpose of call
Give requested information
If not emergency, make an appointment
Write down basic appointment data
(name, date, time, place)
Read labels on prescription and over-the-counter drugs
Request clarification (in person or over the phone)
Follow directions

TOPICS

Emergencies: fire, injury, illness, accident; **Health**: Making doctor and dental appointments, filling prescriptions at the pharmacy

STRUCTURES

Imperatives
Wh-Questions: how often, how many
Yes/No-Questions
Or-Questions
Tenses: simple present, present continuous

ACTIVITIES

Discuss situations students or over their friends and family have been in which required calling an emergency number. Talk about the sequence of events, response of emergency personnel and results. Discuss what kinds of situations warrant calling an emergency number and which don't.

Role play calling the police, fire department, or an ambulance using a real or toy phone

Role play calling doctor's office to make an appointment or to ask for treatment clarification

Teacher dictates basic appointment data to students. Or, students dictate to each other. Teacher checks for accuracy.

Have students bring in medicine labels from home and locate information on them

One student reads label. Other student performs actions. Or, student reads written directions on medicine labels and performs actions in order.

Walk around school or other buildings or on the street. Locate safety warning signs and discuss their meanings and reasons for being posted

METHODS/TECHNIQUES

Dialogs, role plays, total physical response, dictations

P1: O/A 1, 8, 9, 12, 14, 17, 21, 23
L 1, 3, 4, 6, 8
P2: O/A 2, 5, 8, 16; L 2

EXPRESSIONS

How often...? How many...?
____ times a day. Take (two) ____ before/after meals. **Types of medicine:** tablet, capsule, pill, syrup, lotion; **Measurement:** teaspoon, tablespoon; **Reasons/Conditions:** poison, cut, bleed, hurt, unconscious, accident, fire, fight, attack, burglary, robbery; **Service Needed:** Fire department, police, ambulance, aid car; **Location:** address, cross street

RESOURCES

BASE
HER Project
English for Adult Competency, Bk. 1
A New Start
telephones or teletrainers
signs and medicine labels

Reading bills and writing checks

OBJECTIVES L 2 Read household bills (e.g.,. date due, balance)
L 5 Write and endorse checks and money orders

FUNCTIONS

Identify type of bill and purpose
Locate date of bill, due date, amount due, account number, address of utility
Complete check or money orders
Write date, amount, payee; then endorse

TOPICS

Employment: endorsing a paycheck;
House: paying utility bills (telephone, gas, water, electricity, and so on)

STRUCTURES

METHODS / TECHNIQUES

Blackboard work, worksheets, dictations, small group work

ACTIVITIES

Show students copies of actual local utility bills. Have students circle or underline due data, total amount due and so on.

Use actual check and money orders to explain how to use them. Have students practice filling in the correct information.

Have students bring in utility bills from home and locate information on them.

Distribute various bills and blank checks. In groups, students pay bills, address envelopes, and so on. Discuss.

Teach spelling of numbers with flashcards, worksheets (match, circle, underline, copy, fill in the blanks).

Have students practice signatures from teacher's model, if necessary

EXPRESSIONS

Utilities: telephone, electric, gas, garbage, sewage, combined utility bill, **Written forms of numbers**;
Banks/Bills: account, check, money order, payable to..., payee, date of bill, due date, total amount due, amount paid.

RESOURCES

BASE
Impact, Book 1
English for Adult Competency, Bk. 1
A New Start
utility bills brought by students

P1: L 1, 4, 6, 7, 12
P2: L 1, 2, 3

Driving and Directions

OBJECTIVES	O/A	10	Use and respond to common expressions associated with the Washington State Driver's Examination (e.g.,. the road test)
	O/A	20	Extract basic information from a common map (e.g.,. city or state)
	L	10	Read and interpret simple diagrams and city maps
	L	4	Read and explain the meaning of safety warnings, signs, and labels

FUNCTIONS

Respond to directions with physical actions
Read interpret road and safety signs
Explain what signs mean (Stop, No Left Turn, Merging)
Extract information from city street maps or simplified maps
Give and follow directions on a map
Identify compass directions
Identify streets, buildings(schools, hospitals), parks

TOPICS

Transportation: taking road test; using a map to locate places

STRUCTURES

Imperatives: affirmative, negative
Wh-Questions: where, which way
Adverbs: place
Prepositions: location, position

METHODS / TECHNIQUES

Role plays, total physical response, information gap exercise, map reading

ACTIVITIES

Do a Total Physical Response drill giving road commands, i.e. turn left, stop, slow. Student could show hand signals or if pretending to drive a car, what to do

Do a Total Physical Response drill using the road signs instead of oral commands

Role play taking the road test

Groups work together finding cities, streets, bodies of water

Make information gap maps: two students each having partial information must give directions to other in order to complete each map

Students push toy cars around maps or simplified diagrams following teacher or student given directions

Set up "driving" course in the classroom. Use road signs as guides.

EXPRESSIONS

Stop when I tell you to. Don't _____ until I tell you. Make a _____ turn. Turn ____ . Go straight. Signal. Change lanes. Slow down. U-turn. Back up. Park. **Directions**: left, right, north, south, NE, SW

P1: O/A 5, 20; L 3
P2: O/A 3, 4; L 4

RESOURCES

Practical Vocabulary Builder
Washington State Driver's Manual
BASE, Part 2
Communication Starter
Cuisinaire rods
street signs

Literacy Skills

OBJECTIVES	L 14	Name and print letters commonly associated with diphthongs (au, ow, oi, ou)
	L 15	Produce sound of each diphthong when visually presented in initial, medial, and final position
	L 16	Name and print letters associated with the sound of consonant clusters in initial, medial, and final positions
	L 17	Produce sound of consonant cluster when visually presented

FUNCTIONS

Recognize, reproduce graphically, produce sound of diphthongs in initial, medial, and final positions
Recognize, reproduce graphically, and produce sound of consonant clusters in appropriate positions

TOPICS

Use with all topics as appropriate.

STRUCTURES

METHODS/TECHNIQUES

Spelling procedure outlined in activities; Fidel charts (Silent Way), pictures, dictations, vocabulary lists, alphabet cards, blackboard work, worksheets, games

ACTIVITIES

Use vocabulary elicited from and demonstrate clusters: "What words do you know that start with this sound? " Copy the list to use for presentation and practice

Write short stories using clusters and/or diphthong words students just gave. Use for oral reading practice.

Use clusters to build phonetic combinations by adding vowels and final consonants.

Introduce spelling and sound of each diphthong/ cluster with one word. For example, using "now", ask "If this is 'now', how do you spell 'cow'." Build the students' vocabulary list using this procedure.

After word list is complete, choose words at random for dictation. Students may look at list and find word to write.

Distribute alphabet cards (extra vowels) in groups. Students spell what you recite: "Spell town."

Use pictures that would elicit words with the specific sounds (e.g., a picture of a boy and a plow and a brown cow).

Make a bingo game for consonant clusters/diphthongs

EXPRESSIONS

Examples: OW: cow, plow, now, brown, crowded, towel, down; **OY**: toy, boy, joy; **OI**: oil, boil, broil, soil, spoil, noise, point, voice, choice; **STR**: street, string, strip, strap; **SPR**; spring, spray, sprout; **SPL**: splash, splish, split, splat, splendid; **SCR**: scrape, scrap, scream, screech, screw; **THR**: through, throw, threw, three

RESOURCES

Literacy Volunteers of America
TUTOR
Longman Photo Dictionary
Pictures
Alphabet cards
Consonant cluster bingo
Teacher generated materials

P1: L 5, 9, 10, 11
P2: L 6, 7, 8 9, 11, 19

Bibliography

BIBLIOGRAPHY

To date, few books are written addressing the needs of the preliterate student. The books listed in this bibliography are primarily resources from which the teacher can draw ideas and use in daily lesson plans. As a guide, the materials have been divided into four categories: Oral/Pronunciation, Literacy Skills, Visuals, and Reference.

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